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ABSTRACT

This audiovisual instructional package is designed for use with special needs students enrolled in vocational office education courses. Discussed first are steps that teachers should take first to prepare to teach the package and then actually to present the materials provided in it. The next few sections of the guide consist of lists of student prerequisite skills, student goals and objectives, and vocabulary terms. Provided next are transparency masters dealing with stencil packs, stencil guide marks, procedures for correcting a mistake on a stencil, and the parts of a stencil duplicator. Narratives are presented for use in implementing the slide/tape presentations covering typing on a stencil, correcting mistakes, and operating a stencil duplicator (audiovisual material not included here). Presented next is an evaluation model consisting of suggested notes to the student, a chart for typing a stencil and correcting mistakes, and a chart for operating a stencil duplicator. A list of references concludes the package. (MN)

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THE STENCIL DUPLICATOR

Teacher's Guide

Prepared by Pamela Hill

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TEACHER'S GUIDE
FOR
THE STENCIL DUPLICATOR

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PREFACE

THE STENCIL DUPLICATOR was developed in response to VOE and ODP teacher requests for materials to be used with special needs students. The development of this audiovisual instructional package was initiated because it was felt that special needs students enrolled in Vocational Office Education courses in Texas would benefit from materials designed especially for their unique instructional needs. An extension of the stencil duplicator unit found in the UNITS OF INSTRUCTION FOR VOE, we recommend these two instructional materials be used together in the classroom. Accordingly, THE STENCIL DUPLICATOR presents basic task steps in small increments and uses short sentences and limited vocabulary to explain simple, clear illustrations.

THE STENCIL DUPLICATOR is designed to enable teachers to utilize audio or visual instructional approaches with special needs students. THE STENCIL DUPLICATOR also makes possible a combined audiovisual and hands-on learning experience. The purpose has been to provide materials which teachers may use in a variety of ways to meet the needs of students with cognitive dysfunctions or with visual or hearing impairments. It is anticipated that this balanced multi-media approach will not only provide an opportunity for students to experience learning from different angles, but will also make learning more interesting and easier.

Included in each module of THE STENCIL DUPLICATOR are a set of full-color slides, script, cassette tape, and Teacher's Guide. The Teacher's Guide is designed to help the teacher provide successful learning experiences for the special needs student. Student prerequisite skills are identified to give the teacher the option of teaching those skills before or during the presentation of THE STENCIL DUPLICATOR. Student objectives and evaluation charts are given so that they may help the teacher develop Individual Instructional Plans (IIPs). Additional resource material, such as the vocabulary terms, transparency masters, and audiovisual narratives are provided to support a variety of teaching methods.

These instructional materials are designed for use in either group or individual instruction. They may be used as primary instruction or as supplementary materials. However, they are not intended to take the place of hands-on practice on a stencil duplicator. For further information or comments on THE STENCIL DUPLICATOR, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those Office Duplication Practices instructors who provided technical knowledge on the development of THE STENCIL DUPLICATOR instructional package. Many ODP teachers across the state contributed their time during the 1980 VOE State Inservice to share with us their knowledge and ideas in developing this audiovisual instructional package.

A special thanks is also given to Elaine Burrow, OCL Curriculum Specialist, who developed the initial task analyses and Donna Henson, OCL Research Assistant, who assisted in the project until its completion.

NOTES TO THE INSTRUCTOR

EQUIPMENT NEEDED

Before using this instructional package, arrange to have the following equipment available:

Projector
Projection screen
Cassette recorder

PREPARATION BEFORE TEACHING THIS INSTRUCTIONAL PACKAGE

Before you begin teaching this instructional package, there are some things you should do:

1. Preview all materials. Determine how they will be used in your class.
2. Modify instructions, if required, to suit the type of machine your students will use.
3. Discuss the need for removing long or dangling jewelry and scarves and securing loose sleeves before operating machines.
4. Decide whether work aprons will be needed.
5. Decide whether your students require a lesson on good work habits, such as leaving the work area clean, etc.
6. Assess each student for the Student Prerequisite Skills before introducing this instructional package. These prerequisite skills are provided in this guide.
7. Gather additional resources necessary to teach the prerequisite skills to students who are deficient.
8. Teach the prerequisite skills to those students who need them.

These preparations will help ensure successful learning of the stencil duplicator by each student.

TEACHING THIS INSTRUCTIONAL PACKAGE

Student Goal and Objectives--The student goal and objectives for this instructional package are provided on page 5. These are to assist you in developing each student's Individual Instructional Plan (IIP).

1. Discuss the goal and objectives with each student so that it is clearly understood what is expected of the student.
2. Add any additional objectives such as the prerequisite skills which need to be learned by the student.

Evaluation Charts--It is encouraged that a grading system not be based on a written test, but rather on individual physical performance of the objectives by each student. Evaluation charts are provided in this guide. They are intended for use as grading instruments and as motivational aids by rating personal progress toward the objectives.

1. Discuss with the students how they will be evaluated, based on individual performance shown by the evaluation charts.

2. See the section titled "Evaluation Model" in this guide for specific instructions on how to use the evaluation charts.

Transparency Masters--Several 8½" x 10" illustrations have been provided in the Teacher's Guide to be used in a variety of ways:

1. As transparencies. If so, make an acetate of each illustration so that it may be projected onto a screen, using an overhead projector.

2. Copied and used as hand-outs to students.

3. As review activities; i.e., students are asked to identify items on an illustration in which the names of parts have been erased.

4. As display material for a bulletin board.

Audiovisual Presentations--"Typing a Stencil and Correcting Mistakes" and "Operating the Stencil Duplicator."

1. When introducing each of the tasks of the stencil duplicator, use a combination of teacher demonstration, viewing of the audiovisual presentation, and student hands-on experience.

2. Present the steps to each task in small, sequenced amounts so that each step is mastered by the student.

3. Have the student who needs additional help view the audiovisual presentation while doing each step of the task on a typewriter or stencil duplicator. This can be accomplished by having the student manually advance the cassette and projector once a previously viewed step has been completed by the student.

4. As these two tasks are taught and the students practice learning the steps, have them rate their progress using the evaluation charts found in this guide.

STUDENT PREREQUISITE SKILLS

Listed below are prerequisite skills the student needs in order to successfully learn the jobs taught in THE STENCIL DUPLICATOR. It is recommended that the instructor determine whether students possess these skills and then, if necessary, teach them before (or during) the student learning of this instructional package.

PREREQUISITE SKILLS FOR TYPING A STENCIL AND CORRECTING MISTAKES

1. Demonstrates ability to type.
2. Demonstrates ability to clean typing element or keys.
3. Demonstrates ability to adjust typewriter ribbon position and typewriter pressure setting.
4. Demonstrates ability to set margins on typewriter.

PREREQUISITE SKILLS FOR OPERATING THE STENCIL DUPLICATOR

1. Demonstrates a working knowledge of vocabulary terms associated with stencil preparation. (See "Vocabulary Terms" in this guide.)
2. Demonstrates knowledge of location and proper manipulation of:

   ink pad cover
   top clamp
   bottom clamp
   paper table
   counter
   on/off switch

STUDENT GOAL AND OBJECTIVES

The student goal and objectives for this instructional package are provided to assist you in writing each student's Individual Instructional Plan (IIP). It is suggested that the teacher:

1. Discuss the goal and objectives with each student so that each student clearly understands what is expected.

2. Add any additional objectives such as the prerequisite skills which need to be learned by the student.

LONG-TERM GOAL: After completing THE STENCIL DUPLICATOR, the student will type a stencil, correct mistakes, and operate the stencil duplicator to make copies.

SHORT-TERM OBJECTIVES:

1. The student will gather needed materials for typing a stencil and correcting mistakes.

2. The student will prepare the typewriter for typing a stencil.

3. The student will assemble the stencil pack and place it in the typewriter correctly.

4. The student will proofread and correct mistakes on the typed stencil.

5. The student will gather appropriate materials and equipment for running the stencil copies.

6. The student will measure the ink supply, add ink if necessary, and remove the ink pad cover.

7. The student will disassemble the stencil pack, place the stencil on the cylinder, and remove the backing sheet.

8. The student will fan, place copy paper in the paper feed tray, and adjust the tray.

9. The student will make test copies, then check for needed adjustments on the machine, before running final copies.

10. The student will set the counter and make the correct number of stencil copies.

11. The student will clean up the work area when the job is finished.

NOTE TO THE TEACHER: Teach each of the above short-term objectives separately. Evaluate the student's ability to perform the short-term objective before introducing the next one.

VOCABULARY TERMS FOR STENCIL DUPLICATOR

1. Backing sheet--a heavy paper behind the wax-like stencil. The backing sheet and stencil are joined at the top.

2. Clamp--the part of the stencil duplicator which is closed over the stencil to hold it.

3. Copy paper--the paper which is used in the stencil duplicator for making copies.

4. Correction fluid--a liquid which is brushed over a typing mistake on a stencil and then allowed to dry before the correction is typed.

5. Counter--the part of the stencil duplicator which shows the number of copies being made.

6. Cushion sheet--a shiny sheet of paper which is placed between the stencil and backing sheet before the stencil is typed. This helps to make the stencil more readable.

7. Cylinder--the round part of the stencil duplicator where the stencil is placed.

8. Ink measuring rod--a special metal rod used to check the ink supply in the stencil duplicator.

9. Ink pad cover--the cover which is fastened around the cylinder of the stencil duplicator when the machine is not being used.

10. Paper table--the part of the stencil duplicator which holds the copy paper before it is taken into the machine.

11. Proofread--to carefully read over the typed stencil before taking it out of the typewriter. You proofread to find mistakes which need to be corrected.

12. Stencil--a wax-like sheet on which you type; the stencil is then placed on the cylinder of the duplicator to make copies.

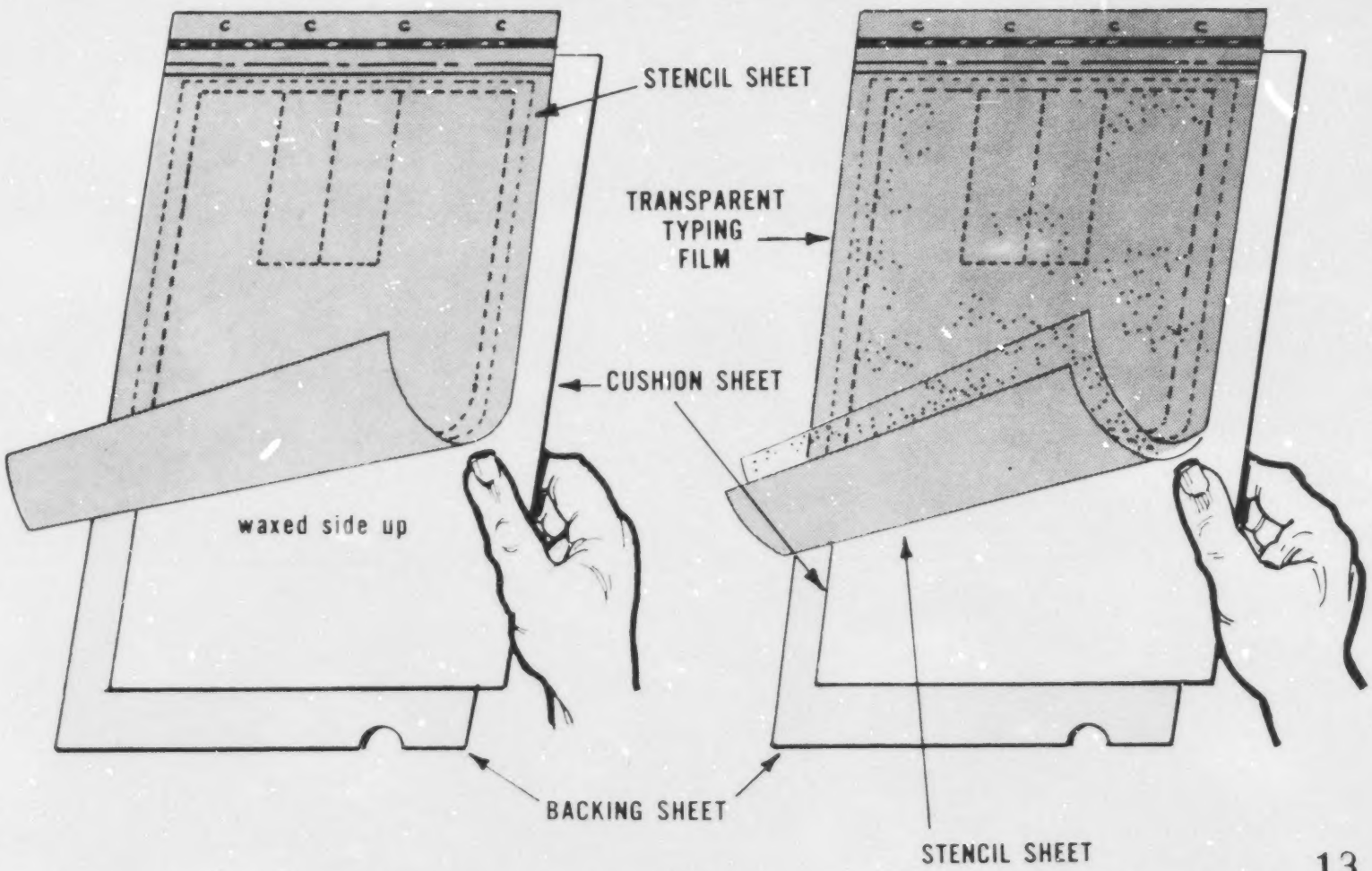
13. Stencil duplicator--an office machine which uses a stencil to make a large number of copies very quickly.

14. Stencil folder--a special kind of folder which is used to save a stencil if the stencil is to be used again later.

15. Stencil pack--several sheets of paper that consist of the backing sheet, cushion sheet, stencil sheet, and sometimes typing film.

16. Typing film--a thin, clear sheet over the front of some stencils.

STENCIL PACK



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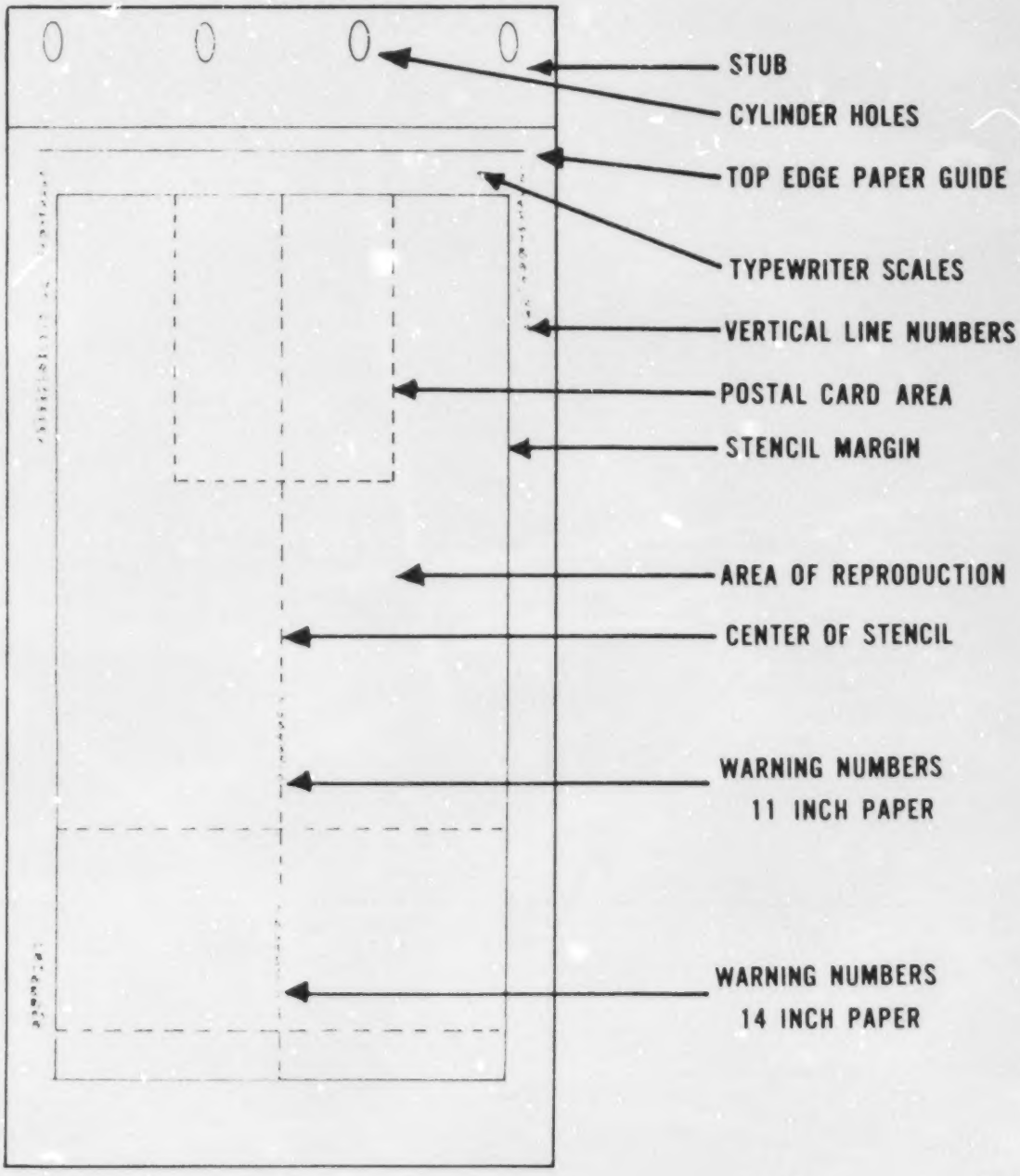
TM-1

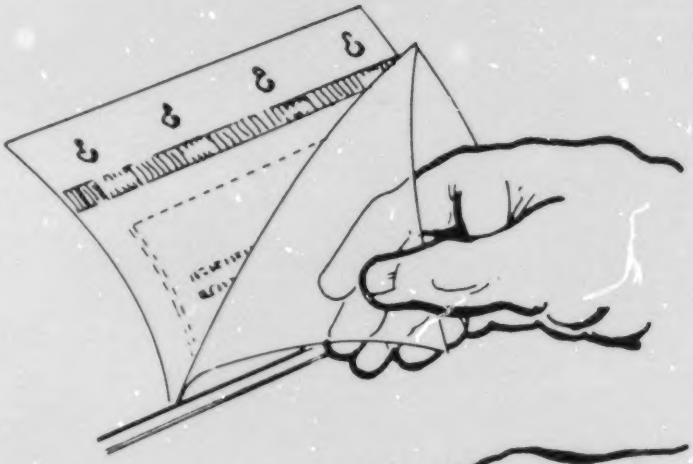
9

STENCIL GUIDE MARKS

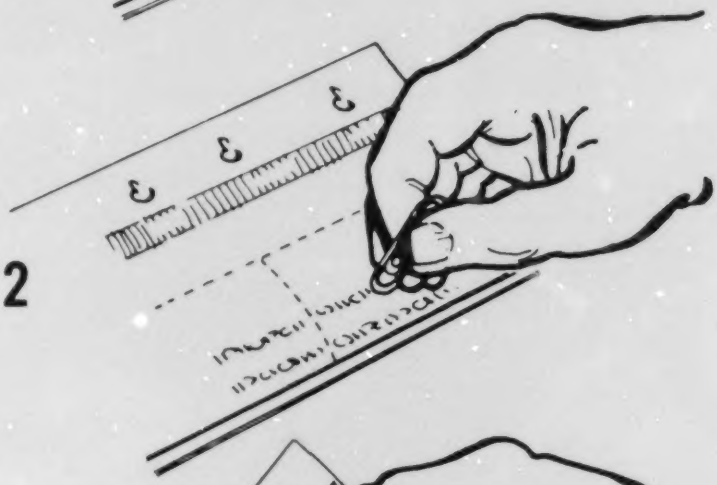


CORRECTING STENCIL

Step 1

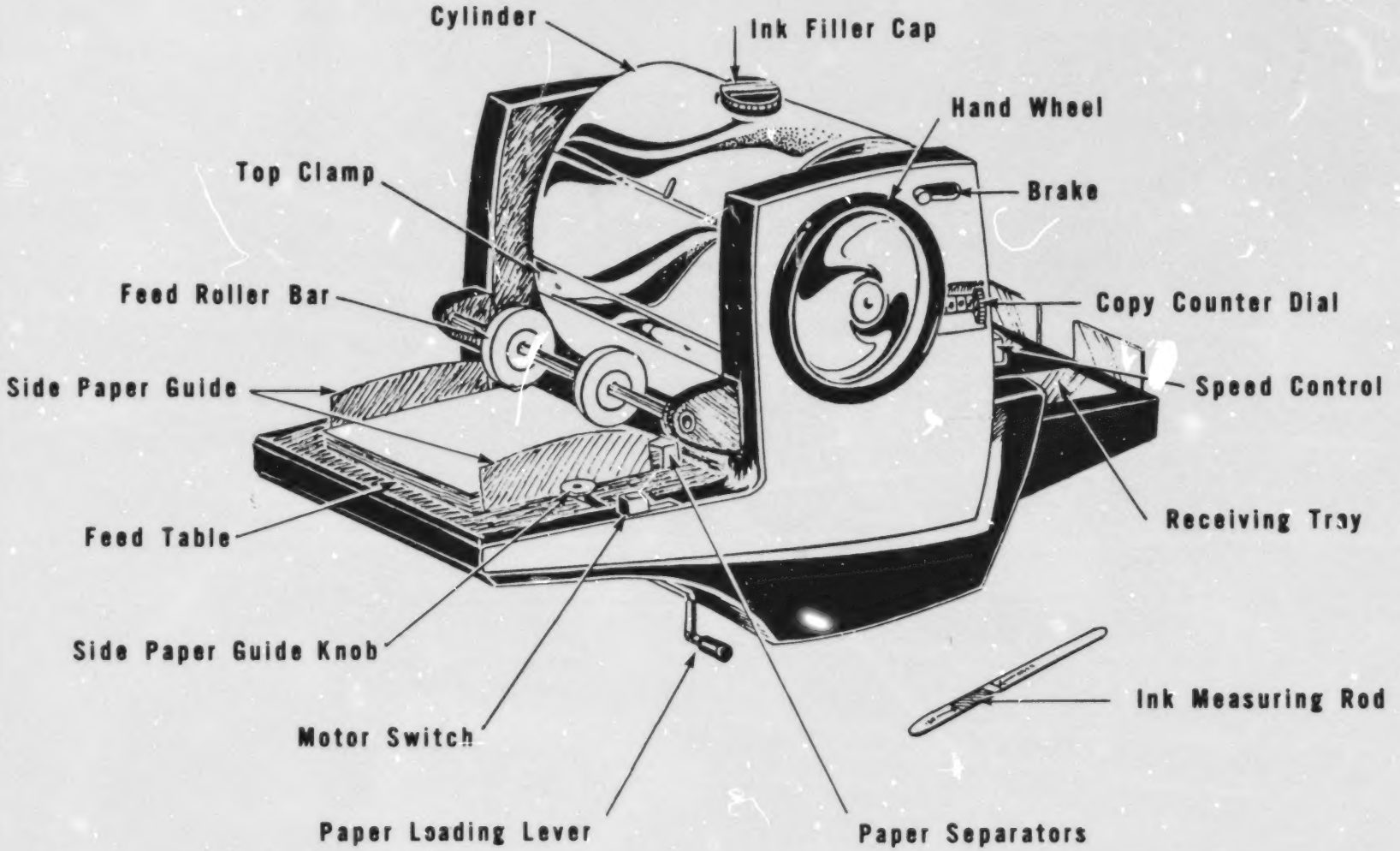


Step 2



Step 3

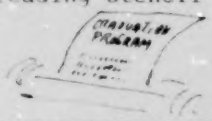
STENCIL DUPLICATOR



STENCIL DUPLICATOR: Typing a Stencil and Correcting Mistakes

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	(FOCUS SLIDE)	
2	START SOUND	(Music up)
3	STENCIL DUPLICATOR: Typing a Stencil and Correcting Mistakes	(Music under) STENCIL DUPLICATOR: Typing a Stencil and Correcting Mistakes In today's business offices, there is often a need to make a large number of copies of some material. Many times, a machine called a stencil duplicator is used for this purpose. (Music out)
4	Close-up of stencil pack. Sheets of stencil pack are flared.	Before making copies on a duplicator, you will need to use a stencil pack to prepare the material that is to be copied. A stencil pack is made up of several different sheets.
5	Close-up of stencil sheet	One of the sheets in the pack is the stencil. This is the thin sheet that has a special wax coating on it. The material will be typed on this sheet.
6	Hand lifting up stencil sheet to show backing sheet	Behind the stencil is a heavy sheet of paper called the backing sheet. Its purpose is to support the stencil sheet and smooth over any lumps or ridges while the stencil is being typed.
7	Hands placing cushion sheet under stencil sheet	A stencil pack also comes with a cushion sheet. This sheet is put between the stencil and backing sheet. When the stencil is typed, the cushion sheet cushions the blows of the typing element to make clear cuts into the stencil without tearing it.
8	Hand lifting corner of typing film sheet	Notice that some stencils come with a thin, clear sheet on the front. This is called a typing film. It keeps the wax on the stencil from building up on the type bars and typing element of the typewriter.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
9	Student typing a stencil	Since mimeographs and stencils are so often used, it is very likely that as an office worker, an important part of your job will be typing the stencils. Let us look at how a stencil is prepared.
10	Stencil, practice paper, type cleaning brush, correction fluid, paper clip, pencil, material to be typed on desk near typewriter	The first step in this job is to gather all the materials and equipment you will need.
11	Stencil pack, typewriter, and material to be copied	In addition to a stencil pack, you will need a typewriter, and the material that is to be copied.
12	Type cleaning brush, practice paper	For cleaning the typing element, you will need a type cleaning brush and practice paper.
13	Paper clip, bottle of correction fluid, pencil	And finally, you will need a paper clip, a bottle of stencil correction fluid, and a pencil. As you will see later in this presentation, these will be used for correcting errors on the stencil.
14	Hand making ribbon adjustment	Now that you have your materials ready, the next step is to prepare your typewriter. To begin, move the typewriter ribbon to the stencil position.
15	Hand pointing to setting	Next, adjust the pressure setting for typing on several sheets of paper.
16	Student using cleaning brush	To help make a clear stencil, remove any ink from the typing element by brushing it with a cleaning brush . . .
17	Student typing all letters on practice paper	and typing all the letters on practice paper. If any typing ink shows on the practice paper, clean the element again.
18	Hands placing cushion sheet in stencil pack	The typewriter is now ready for typing the stencil. To get the stencil pack ready, place the cushion sheet between the stencil and the backing sheet . . .

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
19	Stencil pack being rolled into typewriter	and put the stencil pack into the typewriter. To do this, turn the pack over so that the backing sheet with the holes on the bottom is facing you. When the pack is rolled into the typewriter, the top of the stencil sheet will then face you.
20	Hands straightening pack in typewriter	Check to see that the pack is in the typewriter straight.
21	Hands setting margins	Set the margins on the typewriter;
22	Hands moving rollers	and move the rollers on the paper bail to the margins on the stencil pack. The rollers should not roll over the typed part of the stencil.
23	Student typing stencil	All of the materials are ready; the typewriter is ready. Now, type the stencil.
24	Student proofreading stencil in typewriter 	Before removing the stencil pack from the typewriter, proofread your typing. You will want to correct any typing errors while the stencil pack is still in the typewriter.
25	Stencil pack rolled up in typewriter	To correct a typing error, first roll the pack up in the typewriter . . .
26	Typing film being pulled back on stencil pack	and peel back the typing film, if your stencil pack has one.
27	Error being burnished with paper clip	With the end of a paper clip, use a light, gentle, circular motion to rub out the typing error. This will push some of the wax over the letter or letters. Be sure to use light, gentle movements so that the stencil will not tear.
28	Pencil placed between stencil and cushion sheet	Now, place a pencil between the stencil and the cushion sheet so that these two sheets will not become stuck together . . .
29	Correction fluid being applied to burnished error	and paint over the rubbed out error with correction fluid.

19

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
30	Student removing pencil and replacing typing film	Let the correction fluid dry while you slowly count to 25, take out the pencil, and push back the typing film, if your stencil has one.
31	Correction being typed	Finally, roll the stencil back into position so that the element lines up with the painted error, and type in the corrections.
32	REVIEW	As we said in the beginning, being able to type a stencil and correct mistakes will be an important skill to have when you are an office worker. So--let's review the main steps of the job.
33	Stencil, practice paper, type cleaning brush, correction fluid, paper clip, pencil, material to be typed on desk near typewriter	First, assemble all needed materials and equipment.
34	Hand making ribbon adjustment	Make adjustments on the typewriter.
35	Hand brushing element with type cleaning brush	Clean the typing element.
36	Hand placing cushion sheet between stencil and backing sheet	Then, put the cushion sheet in the stencil pack, . . .
37	Stencil pack being put into typewriter	and roll the pack into the typewriter.
38	Hands setting margins on typewriter	Set the margins, . . .
39	Hands moving paper bail rollers	and move the paper bail rollers into the stencil margins.
40	Student typing stencil	Type the stencil,. . .

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
41	Student proofreading stencil in typewriter	and proofread it before taking it out of the typewriter.
42	Correction fluid being applied to burnished error	Use a paper clip and correction fluid to remove the typing errors; . . .
43	Dry correction fluid being typed over	and, after the correction fluid is dry, type in the correction.
44	Student and teacher smiling over completed stencil	(Music under) Now you have a very good idea of how a stencil is prepared for use on the stencil duplicator. When you have practiced these steps well enough to do them without help, you will have a valuable skill for your future as an office worker. (Music up)
45	CREDITS	(Music out)

STENCIL DUPLICATOR: Operating the Stencil Duplicator

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	(FOCUS SLIDE)	
2	START SOUND	(Music up)
3	STENCIL DUPLICATOR: Operating the Stencil Duplicator	(Music under) STENCIL DUPLICATOR: Operating the Stencil Duplicator. Many companies and business offices use a machine called the stencil duplicator for making a large number of copies. (Music out)
4	Office worker holding prepared stencil pack and standing near stencil duplicator	Quite often, the person who prepares the stencil for use on the machine also operates the stencil duplicator to make copies. As you can imagine, your value as a future office worker is greatly increased if you know how to operate this machine. Now that you know how to prepare a stencil, you are ready to look at the steps involved in operating the stencil duplicator.
5	Ink measuring rod, cleaning towel, duplicating ink, prepared stencil pack, stencil folder, and copy paper near stencil duplicator	Before beginning this job, gather all the materials you will need to use with the stencil duplicator.
6	Ink measuring rod, cleaning towel, tube of duplicating ink	You will need an ink measuring rod, cleaning towel, and tube of duplicating ink, ...
7	Typed stencil, stencil folder, copy paper	copy paper, the prepared stencil, and a folder for the stencil so that it can be used another time.
8	One hand holding the machine cover, other hand moving brake control to "UNLOCK" position	To begin, remove the machine cover and release the cylinder brake by moving the brake control to the "UNLOCK" position.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
9	Hand turning hand wheel Arrow pointing to ink filler cap	Turn the hand wheel until the ink filler cap on the cylinder is on top, facing you.
10	Ink measuring rod in ink filler hole	To check the amount of ink in the cylinder, dip the ink measuring rod into the ink filler hole until it touches the bottom.
11	Close up of ink measuring rod with ink level at the "ADD INK" measure	Take out the rod and look at the ink level on it. The duplicator will not need any ink if the ink level measures at the "FULL" mark. On this measuring rod, the ink level is at the "ADD INK" level, so . . .
12	Hand wiping measuring rod with cleaning towel	before adding ink to the duplicator, wipe the measuring rod with a cleaning towel and set it aside.
13	Hand placing tube of ink into ink well	Now, remove the cap on a tube of duplicating ink and place the top of the ink tube into the ink well. Gently squeeze the tube to force the ink into the cylinder. Be careful not to put too much ink into the cylinder.
14	Close up of ink measuring rod with ink level at the "FULL" measure	When the ink measures at the "FULL" mark on the ink measuring rod, replace the cap on the tube of duplicating ink and . . .
15	Hand replacing the ink filler cap	the ink filler cap. Make sure this cap is on tight so that ink does not leak out when the machine is running.
16	Hand turning hand wheel, arrow pointing to bottom clamp	Now, turn the hand wheel until the bottom clamp on the cylinder is on top facing you.
17	Hand opening bottom clamp	Open the bottom clamp . . .
18	Hand holding bottom of ink pad cover	and pick up the bottom of the ink pad cover.
19	Hand turning hand wheel; arrow pointing to the right	Close the bottom clamp and while holding up the ink pad cover, turn the hand wheel to the right until the top clamp is facing you.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
20	Right hand opening clamp, left hand removing ink pad cover	Open the top clamp and remove the ink pad cover.
21	Hands folding cover	Fold the cover in half with the inked side inside the fold. Put the cover out of the way so that no one will touch it.
22	Hands holding stencil pack at top and removing cushion sheet	Before placing the stencil on the cylinder, hold the stencil pack at the top and remove the cushion sheet; . . .
23	Hand removing typing film; stencil pack held at top	and typing film. Set these aside.
24	Right hand holding stencil pack face down	With your right hand, hold the stencil pack upside down with the backing sheet facing you.
25	Right hand holding stencil pack; left hand guiding holes onto pins of clamp	Hook the holes in the stencil pack around the pins that are under the top clamp. Use your left hand to guide the holes onto the pins. Be careful not to let the stencil fall onto the ink pad.
26	Hand closing top clamp	Now, close the top clamp . . .
27	Left hand turning wheel (arrow pointing to left), right hand holding stencil pack away from cylinder	and while holding the end of the stencil pack away from the cylinder, slowly turn the hand wheel to the left. Carefully let the stencil wrap around the cylinder. Try to keep the stencil from wrinkling as it is placed on the ink pad.
28	Hand placing bottom of stencil under clamp	When you come to the bottom clamp, open it and place the bottom of the stencil under the clamp. Leave the backing sheet free and close the bottom clamp.
29	Left hand movind down backing sheet, right hand holding bottom of backing sheet	To smooth any wrinkles out of the stencil, gently move your hand over the top of the backing sheet down to the bottom.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
30	Hand turning wheel to left. Arrow pointing to left	To tear off the backing sheet, turn the hand wheel to the left until you see the top clamp.
31	Hands tearing off backing sheet	Place your left hand on top of the backing sheet and with your right hand slowly tear off this sheet on the perforated line. Set it aside.
32	Hands fanning paper	Now, pick up a stack of copy paper, fan it to separate the sheets, . . .
33	Hands stacking paper	and neatly stack it so that the edges are even.
34	Hand pushing lever, arrows pointing to feed roller bar and paper separators	To load the copy paper, first push down on the paper loading lever. This lever will raise the feed roller bar and paper separators.
35	Hand placing paper in feed tray, arrow pointing to corner edge and paper separator	Place the paper on the feed tray and push it forward so that the top corner edges of the paper will be under the paper separators.
36	Hand adjusting paper guide	Now push in the side paper guides so that they are against the paper, but not so tight that the paper buckles . . .
37	Hand setting speed control to "SLOW"	and set the speed control to the "SLOW" position.
38	Hand turning on machine	You are now ready to start the stencil duplicator, so turn on the motor . . .
39	Hand pushing up paper loading lever. Arrow pointing up on lever.	and lower the feed roller bar and paper separators. When you do this the copy paper will go through the machine.
40	Test copies in receiving tray. Hand pushing paper loading lever	Make 5 test copies. Then raise the feed roller bar and stop the machine.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
41	Student looking at test copies	Look at the test copies to see if any adjustments need to be made on the duplicator. You will want to look for even printing, whether its too light or to dark; spacing of the material on the page, whether its crooked or partly off the page; and specks of ink or wrinkles on the pages.
42	Student watching teacher make adjustments on machine	If any adjustments are needed on the machine, have your teacher show you how to make them.
43	Hand setting counter	Now, set the counter dial at "0", start the machine, lower the feed roller bar, . . .
44	Student running copies	and run the number of copies you need.
45	Hand raising paper loading lever and stopping machine	When you have the correct number of copies, raise the feed roller bar and stop the machine. Now you are ready to clean up your work area.
46	Hand removing stencil from bottom clamp	Remove the stencil on the cylinder by turning the hand wheel until the bottom clamp is on top, open it, take out the stencil, and close the clamp.
47	Hand unhooking stencil around pins under top clamp	Do the same thing to remove the stencil from the pins under the top clamp. While doing this, hold the stencil up, and away from the ink pad.
48	Hand laying stencil on top of backing sheet	To save the stencil for making more copies at a later time, lay the stencil on the backing sheet . . .
49	Hand placing stencil and backing sheet in folder	and put them in the stencil folder.
50	Hands hooking ink pad cover onto pins under top clamp	Replace the ink cover pad on the cylinder by first, hooking it onto the pins under the top clamp, close the clamp, . . .
51	Hands fastening cover under bottom clamp	turn the cylinder until you see the bottom clamp, and then fasten the cover under the botton clamp.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
52	Line on ink pad cover and arrow on machine are lined up	Now turn the cylinder until you see the words "Stop Here" and a line on the ink pad cover. Center this line up with the arrow on the side of the machine. You will always want to leave the cylinder in this position so that ink will not leak out of the machine.
53	Hands picking up copies from receiving tray	Remove your copies from the receiving tray and neatly stack them.
54	Hand moving brake to "LOCK" position	Move the brake to the "LOCK" position, . . .
55	Hand replacing cover on stencil duplicator	and replace the cover over the stencil duplicator. Put back all the other materials you have used for this job.
56	REVIEW	This completes the steps in the operation of the stencil duplicator. Let's briefly review the major steps and see how many you remember.
57	Materials near duplicator	First, gather all the materials that you will need for running copies on the stencil duplicator.
58	Student dipping ink measuring rod into cylinder	Then, measure the ink; add more if necessary; and remove the ink pad cover.
59	Hand tearing off backing sheet	After removing the cushion sheet and typing film, carefully place the stencil on the machine and then tear off the backing sheet.
60	Hands placing paper in feed tray	Fan, and place the paper on the feed tray and under the feed roller bar and paper separators.
61	Student looking over copy	Now run test copies; look for needed corrections, . . .
62	Student and teacher making adjustments	and make adjustments on the machine or the stencil.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
63	Hands setting counter	Set the counter and run the number of copies needed.
64	Student replacing cover over stencil duplicator	Remove the stencil from the machine; store it in a stencil folder; and clean up the work area.
65	Smiling student holding copies and stencil folder and standing next to stencil duplicator	(Music up and under) Did you remember most of the steps? Learning to use the stencil duplicator by practicing these steps will help you to become a good office worker. (Music up)
66	CREDITS	(Music out)
	40	41

EVALUATION MODEL

The following charts are provided to help the teacher evaluate each student's progress. They may also be used by the teacher as a motivational aid and by the students as a self-evaluation of individual progress toward the objectives.

It is recommended that evaluation of each student's skills, begin after the student fully understands what is expected and some achievement toward the objective is beginning to show. Because of this, the evaluation period will vary from student to student. Evaluation should last for a minimum period of two weeks or 10 consecutive school days. This length of time will allow most students to overlearn the objectives and thus achieve competency.

The rating scales for the evaluation charts are all similar. They are divided into 3 steps. Generally, these steps are:

RATING		MEANING
1	=	Does not reach the objectives.
2	=	Reaches the objective, but needs help or needs to be reminded.
3	=	Reaches the objectives without help. Ready for job entry with supervision.

Criterion for competency or the rating that a student must achieve for a predetermined length of time is suggested to be a rating of 3 on the evaluation charts for three consecutive days. For example, when a student is able to demonstrate correcting mistakes on a typed stencil without help for three consecutive days, then the student has reached criterion and is considered competent in that area.

The following pages, titled, "Suggested Note To The Student," "Chart for Tying a Stencil and Correcting Mistakes," and "Chart for Operating the Stencil Duplicator" may be removed from this guide, duplicated, and given to each student to use while learning the steps of typing and correcting mistakes on a stencil and operating the stencil duplicator.

SUGGESTED NOTE TO THE STUDENT

As you learn to type and correct mistakes on a stencil and operate the stencil duplicator, you and your teacher can rate how well you can do each step of this job.

Use this rating scale and the following charts for 2 weeks, and watch how you progress.

RATING	MEANING
1 =	Can do simple parts but still needs to be shown most of the step.
2 =	Can do most parts but may need help on hard parts.
3 =	Can do all parts of this step without help. Ready for next step.

Name_____ Beginning Date_____ Ending Date_____

CHART FOR TYPING A STENCIL AND CORRECTING MISTAKES	DAYS									
	1	2	3	4	5	6	7	8	9	10
1. Removes or secures loose jewelry, sleeves, etc.										
2. Gather materials										
3. Gets typewriter ready for typing a stencil										
4. Places cushion sheet in stencil pack correctly										
5. Places stencil in typewriter correctly and adjusts margins and paper bail rollers										
6. Types the stencil										
7. Proofreads typed stencil and finds mistakes										
8. Corrects mistakes										

Name_____ Beginning Date_____ Ending Date_____

CHART FOR OPERATING THE STENCIL DUPLICATOR	DAYS									
	1	2	3	4	5	6	7	8	9	10
1. Gathers materials										
2. Measures, adds ink, and removes ink pad cover										
3. Removes cushion sheet and typing film, places stencil on the cylinder, and removes backing sheet										
4. Fans, places paper in feed tray, and adjusts tray										
5. Runs test copies, and checks them for needed adjustments on the machine. Makes adjustments needed on stencil or machine										
6. Set counter and make correct number of copies										
7. Cleans up work area when finished										

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